

## DREHER HIGH

701 Adger Rd.  
Columbia, S. C. 29205

**GRADES** 9-12 High School

**ENROLLMENT** 1,300 Students

**PRINCIPAL** Jeanne S. Stiglbauer 803-253-7000

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	11	0	0	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Good	N/A
<b>2002</b>	Excellent	Excellent	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Excellent	Excellent	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	78.5	N/A	N/A	79.7	N/A	N/A
<b>Passed 1 subtest</b>	11.1	N/A	N/A	11.0	N/A	N/A
<b>Passed no subtests</b>	10.4	N/A	N/A	10.2	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	96.4%	96.3%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	43.1	18.5
<b>Seniors who met the SAT/ACT requirement</b>	43.1	19.0
<b>Seniors who met the grade point average</b>	66.2	58.7

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	271	242
<b>Number of Diplomas</b>	218	195
<b>Rate</b>	80.4%	81.5%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	248	96.4	216	43.1	271	80.4	YES
Gender							
Male	116	98.3	97	43.3	131	74.8	N/A
Female	132	94.7	119	42.9	140	85.7	N/A
Racial/Ethnic Group							
White	150	99.3	138	58.7	152	92.8	N/A
African-American	89	91.0	72	9.7	113	63.7	
Asian/Pacific Islander	3	I/S	2	I/S	1	I/S	N/A
Hispanic	3	I/S	4	I/S	4	I/S	N/A
American Indian/Alaskan	2	I/S	0	N/A	1	I/S	N/A
Racial/Ethnic Group							
Non disabled	212	98.1	212	43.4	253	84.6	N/A
Disabilities other than speech	36	86.1	4	I/S	18	22.2	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	248	96.4	216	43.1	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	1	I/S	0	N/A	0	N/A	N/A
Non-Limited English Proficient	247	96.4	216	43.1	271	80.4	N/A
Socio-Economic Status							
Subsidized meals	46	84.8	26	38.5	41	56.1	N/A
Full-pay meals	202	99.0	190	43.7	230	84.8	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	286	95.5	11.3	20.0	27.5	41.1	74.0	YES	YES
<b>Gender</b>									
Male	149	95.3	13.0	17.4	31.2	38.4	73.9	N/A	N/A
Female	137	95.6	9.4	22.8	23.6	44.1	74.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	144	97.2	1.5	10.2	21.9	66.4	92.0	YES	YES
African-American	133	93.2	21.8	31.9	33.6	12.6	53.8	YES	NO
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	249	96.4	4.7	20.3	28.9	46.1	81.0	N/A	N/A
Disabled	37	89.2	57.6	18.2	18.2	6.1	24.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	286	95.5	11.3	20.0	27.5	41.1	74.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	95.4	11.0	20.2	27.4	41.4	74.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	86	93.0	28.9	31.6	28.9	10.5	46.1	YES	NO
Full-pay meals	200	96.5	4.2	15.3	27.0	53.4	85.2	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	286	95.1	18.6	26.9	27.7	26.9	62.5	YES	YES
<b>Gender</b>									
Male	149	95.3	20.3	22.5	26.8	30.4	65.9	N/A	N/A
Female	137	94.9	16.7	31.7	28.6	23.0	58.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	144	97.2	3.6	22.6	32.1	41.6	80.3	YES	YES
African-American	133	92.5	35.6	32.2	22.9	9.3	40.7	YES	NO
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	249	96.0	12.1	27.7	29.4	30.7	68.8	N/A	N/A
Disabled	37	89.2	63.6	21.2	15.2	N/A	18.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	286	95.1	18.6	26.9	27.7	26.9	62.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	95.1	18.3	27.1	27.9	26.7	62.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	86	91.9	37.3	36.0	24.0	2.7	37.3	YES	NO
Full-pay meals	200	96.5	11.1	23.3	29.1	36.5	72.5	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n= 1,300)</b>				
Retention rate	7.8%	Down from 10.2%	7.1%	9.1%
Attendance rate	96.8%	Up from 96.2%	96.2%	96.0%
Eligible for gifted and talented	27.6%	Up from 22.0%	12.1%	5.8%
With disabilities other than speech	9.8%	Down from 10.5%	13.5%	12.7%
Older than usual for grade	6.7%	Down from 8.4%	7.3%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.1%	Up from 0.9%	1.6%	1.6%
Enrolled in AP/IB programs	27.9%	Down from 40.3%	17.2%	10.2%
Successful on AP/IB exams	93.7%		53.8%	53.8%
Annual dropout rate	2.3%	Down from 3.0%	2.4%	2.7%
Career/technology students in co-curricular organizations	3.3%	Up from 3.0%	1.2%	3.6%
Enrollment in career/technology center courses	562	Down from 568	552	466
Students participating in worked-based experiences	1.7%	Down from 75.1%	17.3%	25.7%
Career/technology students mastering core competencies	77.4%	Up from 75.3%	81.8%	77.7%
Career/technology completers placed	100.0%	No change	100.0%	99.3%
<b>Teachers (n= 70)</b>				
Teachers with advanced degrees	60.0%	Down from 64.0%	57.8%	52.0%
Continuing contract teachers	80.0%	Up from 61.3%	83.6%	82.1%
Highly qualified teachers**	83.1%	N/A	91.5%	89.5%
Teachers with emergency or provisional certificates	12.9%		5.9%	8.6%
Teachers returning from previous year	84.4%	Up from 80.3%	88.7%	86.2%
Teacher attendance rate	96.2%	Up from 95.6%	95.7%	95.3%
Average teacher salary	\$44,309	Up 8.2%	\$41,530	\$41,060
Prof. development days/teacher	8.1 days	Up from 6.7 days	10.9 days	10.6 days
<b>School</b>				
Principal's years at school	0.0	Down from 2.0	3.3	3.0
Student-teacher ratio in core subjects	31.4 to 1	Up from 30.5 to 1	28.8 to 1	26.4 to 1
Prime instructional time	92.2%	Up from 91.0%	90.8%	90.0%
Dollars spent per pupil*	\$6,156	Up 7.3%	\$6,156	\$6,310
Percent of expenditures for teacher salaries*	61.6%	Down from 61.8%	57.9%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	88.3%	Up from 78.1%	88.9%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dreher High School continued its proud tradition of providing quality education in academics and the arts in 2003-2004. The school received a state report card rating of "Excellent" and was again named as one of the 2004 Palmetto Gold Award recipients. The extraordinary effectiveness of the academic program is reflected in the many accomplishments of our students. We produced 6 National Merit Semifinalists, 5 National Merit Finalists, 9 National Merit Commended Scholars, 12 AP Scholars, 7 AP Scholars with Honors, 8 AP Scholars with Distinction, 2 Robert C. Byrd Scholars, 13 Palmetto Fellows, the state FBLA president, 2 Golden Palmetto All-State Leadership Team members, 4 All-State Math Team members and 42 Richland One Academic All-Stars. Our 2003 SAT average was the highest in Richland County and our SAT and Academic Decathlon teams were state champions. Our Math team placed first at the College of Charleston and Winthrop competitions and 2nd at the USC meet. Dreher placed first at the USC regional science fair and sent several students to National competition. Our dedicated staff includes 8 National Board certified teachers, the district Teacher of the Year, two Milken Family Educators Awardees, former NASSP State Teacher and Principal of the Year and The Academy of Science State Educator of the Year.

Our Arts Academy produced 9 Honor graduates. The AP Institute had 18 Honor graduates while the Engineering and Science Academy and the Humanities Academy graduated 28 and 31 honorees respectively. 7 students were selected for Governor's School for Academics and 4 for Governor's School for Arts and Humanities. Our Ninth Grade Academy opened with the support of two federal grants that have added an extensive tutorial program for all students, staff development, a community liaison, a tutorial co-coordinator and summer program to support students in transition. Our after-school tutorial, credit recovery and SAT preparation programs continued to serve the diverse needs of our school population. Students participated in more than 64 clubs and on 44 athletic teams. Our women's track team repeated as state champions. Two of our teams were Lower State champions and 7 were regional winners.

The Dreher staff continues its commitment to work with parents and community as partners to provide experiences that develop the whole young person.

Principal, Jeanne Stiglbauer, SIC Chairperson, Harry Ward

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	69	275	94
Percent satisfied with learning environment	79.4%	70.4%	82.8%
Percent satisfied with social and physical environment	77.9%	74.2%	68.5%
Percent satisfied with home-school relations	79.1%	80.4%	64.9%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.